Volume 4 No 2 (2024) Pages 426-433
J CD: Journal of Childhood Development
ISSN: 2776-8082
DOI: https://doi.org/10.25217/jcd | Accepted 29 Agustus 2024 | Published 28 September 2024

Picture Story Book Analysis of Language Skills at State Kindergarten 1 Selat Penuguan

Tri Rahayu Budiarti
ayrintona@gmail.com
TK Al Azhar 13, Indonesia

Ayu Dwi Widia
widiadwiay@gmail.com
Universitas Panca Sakti Bekasi, Indonesiaa

Abstract
The objective of this study was to determine the influence of picture storybooks on children's language skills at TKN 1 Selat Penuguan. This research employed a quantitative approach using a pre-experimental method with a one-group pretest-posttest design. The population for this study comprised all 17 students from Group B at TKN 1 Selat Penuguan. The sampling technique utilized was total sampling, with the sample consisting of all 17 students from TKN 1 Selat Penuguan. The instrument used in this study was an observation sheet for children's language abilities. In this research, the dependent variable consisted of two variables: before and after. Consequently, a paired sample t-test was conducted to analyze the data using SPSS software. The results of the study indicated a significant difference in the mean language ability scores before and after the implementation of picture storybooks, confirming the effectiveness of this learning medium in enhancing children's language development. This study aligns with the findings of previous research that also discovered a positive correlation between the use of picture storybooks and early childhood language development.

Keywords: *Picture Storybooks, Language Skills, Early Childhood*

© 2024 , Author(s)
This work is licensed under a Creative Commons Attribution-ShareAlike

INTRODUCTION

Language ability is an important aspect that needs to be developed from an early age. Language is a means for children to communicate, express thoughts and feelings, and gain knowledge. The development of good language skills during the golden period of a child's growth will have a positive impact on learning success at the next level of education (Nahdi & Yunitasari, 2019).

Many children face difficulties in understanding and using language well. Using picture story books as an interesting and stimulating learning tool can be one solution to overcome this challenge (Siregar et al., 2022).

One effective method for improving children's language skills is through reading picture story books (Julia, 2021; Lestari et al., 2020; Nurulloh Lailatul Jannah, 2022).

Picture story books attract children's interest and attention because of the combination of story text and interesting pictures as well as stories that are close to the child's world (Rizqiyani & Azizah, 2019). When children are interested, they are more easily involved in activities and absorb the information presented (Madyawati, 2017).

Through reading picture story books, children's language development can be stimulated from various aspects such as enriching vocabulary, teaching sentence structure, stimulating the ability to listen and understand stories, and encouraging the ability to tell stories or express oneself. However, the application of picture story books as a language learning medium in PAUD institutions is still not optimal (Cahyani & Suyadi, 2019).

The method of telling stories to children is to invite children to play important games, not just to encourage children to read (Budiarti et al., 2023). Storytelling activities for children aged 3 to 4 years are designed to help children develop their language. Therefore, storytelling can be a good way to train children's listening skills, which can really help children tell stories and increase their vocabulary. According to the child's developmental stage, it can also improve children's pronunciation skills and train children's sentence-making abilities. Speaking, reading and listening are adapted to the development stages of early childhood. Because every child understands and learns differently.

The process of developing children's language through storytelling should start from an early age, this period is a sensitive period for children to learn, because the essence of relationships between humans is good communication (Maharani & Budiarti, 2022). The teacher is also at the heart of learning, but this does not mean that only the teacher has the right to take the initiative in the classroom during the learning process, but children also have the right to actively follow the teacher to communicate. Language is intertwined between teachers and students. Therefore, teachers play an important role in the classroom in training and honing children's language through storytelling to improve children's early language skills and develop receptive and expressive language and literacy skills.

Based on initial observations at TKN 1 Selat Penuguan, Palembang City, researchers found that there were still children whose speaking abilities had not yet developed. As found in the field, there are children who cannot name symbols or letters, are not fluent in speaking, and are less able to communicate with their peers and are still lacking in carrying out learning activities using storytelling media. This results in less than optimal learning, especially regarding improving language in children using picture story media. Based on the results of interviews conducted by researchers with teachers at TKN 1 Selat Penuguan, they said that the learning process for group B children began with reading a prayer which was followed by all the children. After that, the child will be directed to hear the story told by the teacher. Based on these problems, it is necessary to carry out a more in-depth study on "Analysis of Picture Story Books on Language Ability at TKN 1 Selat Penuguan".

METHODS

This research uses a quantitative approach using a pre-experimental method using a one group pretest posttest design. In this study, the population taken was all children from group B of TKN 1 Selat Penuguan, totaling 17 students. The sampling

technique in this research was total sampling. The samples taken were 17 students at TKN 1 Selat Penuguan. The instrument in this research was an observation sheet on children's language abilities. In this study the dependent variable consists of two variables, namely before and after. Consequently, a test of the difference in means for two paired samples (paired sample t-test) was performed to assess the data using SPSS software. Based on the research objectives, the research hypothesis is that there is a significant difference in the language abilities of TKN 1 Selat Penuguan children before and after implementing picture story book media.

RESULTS AND DISCUSSION

Research result

In this study, the data obtained by researchers was the result of students' language skills after carrying out the learning process using picture story books. The test used in this research to obtain scores is *pre-test*. Meanwhile, speaking ability in this study is the final ability score obtained from activities *post-test*.

The students involved in this research were Group B, with a total of 17 students. In this research activity, Group B, which was used as the research object, all students followed the learning process to the end and completed it *post-test* which are given. So, the total number who took part in research activities was 17 students.

Table 1. Categorization of Student Language Ability Results

Category	Class Intervals	F	%
BSB	> 59	2	11.76
BSH	54.00- 59.00	9	52.94
MB	49.00 -53.00	2	11.76
BB	< 49.00	4	23.53
Total		17	100.00

Table 2. List of Recapitulation of Student Language Ability Results

No	Code	Pretest Score	Category	Skor Posts	Category
1	Son01	29	BB	48	BB
2	Anak02	29	BB	59	BSH
3	Anak03	48	BB	56	BSH
4	Anak04	39	BB	58	BSH

5	Anak05	28	BB	50	MB
6	Anak06	26	BB	59	BSH
7	Anak07	34	BB	58	BSH
8	Anak08	44	BB	46	BB
9	Son09	47	BB	44	BB
10	Anak10	48	BB	58	BSH
11	Anak11	46	BB	60	BSB
12	Anak12	51	MB	56	BSH
13	Anak13	37	BB	50	MB
14	Son14	37	BB	60	BSB
15	Anak15	47	BB	48	BB
16	Anak16	55	BSH	54	BSH
17	Anak17	31	BB	56	BSH

Tables 1 and 2 above provide information about the results of assessing children's language abilities. This assessment is categorized into four categories that describe the child's language skills, namely Very Good (BSB), Good (BSH), Moderate (MB), and Low (BB).

The Very Good Category (BSB) includes children who score more than 59, indicating excellent language skills. Two children fell into this category, representing 11.76% of the total children assessed. The Good Category (BSH) includes children who score between 54.00 and 59.00. This is the category with the largest number of children, with 9 children, representing the majority with 52.94%. The Moderate Category (MB) includes children who score between 49.00 and 53.00. Two children fell into this category, indicating that they had fairly good language skills, but still had room for improvement. Finally, the Low Category (BB) includes children who score below 49.00. Four children fell into this category, indicating that they need more attention to improve their language skills.

The summary of the recapitulation results shows that the majority of children have good language skills, with a small number having very good abilities and others requiring additional support to improve their language skills. This data can be used to understand strengths and weaknesses in students' language abilities and to design appropriate learning strategies to meet their individual needs.

Table 3. Paired Statistics Results

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	39.76	17	9.155	2.220
	Posts	54.12	17	5.302	1.286

In the output above we are shown a summary of the descriptive statistical results of the two samples studied, namely the Pre Test and Post Test scores. For the Pre Test scores, the average child language ability or mean was 39.76. Meanwhile, for the Post Test scores, the average score for children's language skills was 54.12. The number of respondents or students used as research samples was 17 students. For value *Std. Deviation* (standard deviation) in the Pre Test was 9.155 and the Post Test was 5.302. Lastly is value *Std. Error Mean* for the Pre Test it was 2,220 and for the Post Test it was 1,286.

Because the average value of children's language abilities in the Pre Test is 39.76 < Post Test 54.12, this means that descriptively there is a difference in the average of children's language abilities between the Pretest and the Post Test results. Next, to prove whether the difference is really real (significant) or not, we need to interpret the results *uji paired sample t test* which is found in the output table "*Paired Samples Test*"

Table 4. Paired Sample T Test Results

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Loans Posts	-- 14.353	11.158	2.706	-20.090	-8.616	-5.304	16	.000

Based on the output table "*Paired Samples Test*" above, the Sig value is known. (2-tailed) is 0.000 < 0.05, then H_0 rejected and H_a accepted. So it can be concluded that there is a difference in the average language abilities of children between the Pre Test and Post Test, which means that there is an influence of the use of picture story books on children's language abilities at TKN 1 Selat Penuguan.

Data collected from this research shows that the majority of children at TKN 1 Selat Penuguan showed an increase in language skills after implementing picture story books. The categorization of the results shows that the majority of children have good language skills, some are moderate, and some require more attention.

The Paired Sample T-test was used to determine whether there was a significant difference in children's language abilities before and after implementing picture story books. The test results show that there is a significant difference between the before and after conditions, which indicates that the alternative hypothesis is accepted.

Discussion

The results showed that there was a significant increase in children's language skills after implementing picture story books. This is indicated by the results of the Paired Sample T-test which shows the difference in average language ability scores before and after treatment. These findings confirm the effectiveness of picture story books as a learning tool that can improve children's language knowledge, vocabulary and understanding of sentence structure.

This discussion also considers previous research that has shown a relationship between the use of picture books and early childhood language development. Research by Ine Laka (2022) emphasizes the importance of interesting and interactive learning media in improving speaking skills and understanding language (Ine Laka et al., 2022). Dewi Hermawati's (2022) findings show that picture story books can improve overall language skills, including listening, speaking, reading and writing (Hermawati Ningsih & Windasari, 2022).

This research is also enriched by findings from Sunardi (2023) and Yuni Zalmi (2021), which show that picture story books can improve vocabulary and overall language development (Refila Yuni Zalmi & Nenny Mahyuddin, 2021; Sunardi et al., 2023). Dian Pratiwi (2021) and Fitriyani (2017) added that the use of picture story books is effective in improving speaking skills and overall language abilities (Dian Pratiwi et al., 2021; Fitriyani & Joni, 2017).

In this context, this research provides additional empirical evidence that supports the effectiveness of using picture story books in early childhood education. These findings also emphasize the importance of picture storybook design that is appropriate to children's culture and educational environment, which can influence their language development.

This discussion focuses not only on statistical significance but also on the practical implications of the findings. The results of the research show that teachers and educators at TKN 1 Selat Penuguan can use picture story books as an effective learning tool to improve children's language skills. This can help in designing curricula and learning strategies that better suit the needs of young children.

In addition, this research can provide insight for parents and other stakeholders about the importance of choosing the right learning media to support children's language development at home. Thus, well-designed picture books can be a powerful tool for enhancing young children's language development and preparing them for future academic success.

This research provides additional evidence that attractive visual learning media can increase children's interest and motivation in learning language. These findings also emphasize the importance of designing picture story books that suit the characteristics of young children, which can influence the development of their language skills. Thus, well-designed picture storybooks can be an effective tool for improving early childhood language development.

CONCLUSION

Based on the results of research conducted at TKN 1 Selat Penuguan, it can be concluded that the use of picture story books has a significant influence on the language skills of young children. These findings show that learning strategies that use interesting and interactive visual media can improve children's language knowledge, vocabulary and understanding of sentence structures. The results of the Paired Sample T-test show the difference in average language ability scores before and after the implementation of picture story books, which confirms the effectiveness of this learning media in improving children's language development. This research is in line with the results of previous studies which also found a positive relationship between the use of picture story books and early childhood language development. Based on the findings, it is recommended that teachers and educators at TKN 1 Selat Penuguan continue to use picture story books as an effective learning tool to improve children's language skills. In addition, parents and other stakeholders are encouraged to choose and use appropriate learning media to support children's language development at home.

REFERENCES

Budiarti, E., Kartini, R. D., Putri H, S., Indrawati, Y., & Daisiu, K. F. (2023). Handling Children with Speech Delays Ages 5 - 6 Using the Storytelling Method in Indonesia. *Indonesian Education Journal*. https://doi.org/10.36418/japendi.v4i2.1584

Cahyani, R., & Suyadi, S. (2019). The Concept of Early Childhood Education According to Ki Hadjar Dewantara. *Golden Age: Scientific Journal of Early Childhood Development*. https://doi.org/10.14421/jga.2018.34-01

Dian Pratiwi, V., Enawar, E., Fadhillah, D., & Sumiyani, S. (2021). ANALYSIS OF SPEAKING SKILLS THROUGH THE USE OF PICTURE STORY BOOKS IN THE INDONESIAN LANGUAGE SUBJECT OF CLASS III STUDENTS OF SD NEGERI PASAR BARU 1 TANGERANG CITY. *Direct Journal*. https://doi.org/10.47353/bj.v1i3.34

Fitriyani, & Joni. (2017). Development of Early Childhood Speaking Skills Using Picture Story Books at Al-Hidayah Kindergarten, Tanjung Karang Timur. *RADEN INTAN LAMPUNG STATE ISLAMIC UNIVERSITY*.

Hermawati Ningsih, D., & Windasari, I. W. (2022). APPLICATION OF BIGBOOK MEDIA TO IMPROVE RECEPTIVE LANGUAGE SKILLS IN CHILDREN AGED 4-5 YEARS AT RAUDHATUL ATHFAL MIFTAHUL ULUM JATISARI. *Incrementapedia: Journal of Early Childhood Education*. https://doi.org/10.36456/incrementapedia.vol4.no2.a6541

Ine Laka, Y., Meka, M., & Fono, Y. M. (2022). DEVELOPMENT OF PICTURE STORYBOOK MEDIA TO IMPROVE THE LANGUAGE SKILLS OF EARLY AGE CHILDREN IN GROUP B TKK ST YOSEPH SADHA. *Journal of Children's Educational Imagery*. https://doi.org/10.38048/jcpa.v1i2.754

Julia, E. (2021). Application of Picture Story Book Media (Big Book) in Developing Language Development in Children Aged 5-6 Years at Handayani Kindergarten. *Skirpsi Raden Intan State Islamic University, Lampung*.

Lestari, S., Rusmayadi, & Azizah, A. (2020). The Influence of Fairy Tale-Based Picture Story Books on the Receptive Language Abilities of Early Childhood. *Mother's Window Journal*.

Madyawati, L. (2017). Language Development Strategies in Children. In *Elementary*.

Maharani, D., & Budiarti, E. (2022). The Influence of Digital Media & Device Quality on Language Skills in AUD Through YouTube Content. *EDUCATION WINDOW JOURNAL*. https://doi.org/10.57008/jjp.v2i03.240

Nahdi, K., & Yunitasari, D. (2019). Indonesian Language Literacy at Preschool Age: The Handsome Method for Beginning Reading. *Obsession Journal : Journal of Early Childhood Education*. https://doi.org/10.31004/obsesi.v4i1.372

Nurulloh Laylatul Jannah. (2022). Development of Picture Story Books to Improve Ngoko Alus Javanese Language Skills in Children Aged 5-6 Years. *Teratai PAUD Journal*.

Refila Yuni Zalmi, & Nenny Mahyuddin. (2021). Analysis of Children's Speaking Politeness in Picture Storybooks in Kindergarten. *Hamzanwadi University*.

Rizqiyani, R., & Azizah, N. (2019). STORYTELLING ABILITY OF PRESCHOOL CHILDREN (5-6 YEARS). *Journal of Children's Education*. https://doi.org/10.21831/jpa.v7i2.24458

Siregar, P. S., Marta, E., Efendi, R., Hasrijal, H., & Sari, N. T. (2022). Implementation of Thematic Learning in Achieving the 2013 Curriculum Process Standards in Elementary Schools. *Basicedu Journal*. https://doi.org/10.31004/basicedu.v6i1.1858

Sunardi, S., Subhan, Y. A., Aziz, K., & Hani, U. (2023). Improving English Vocabulary Skills through Cergam at Arambi Kindergarten-PAUD. *Acity and devotion*. https://doi.org/10.32493/acb.v2i2.18720